DOCUMENT RESUME

ED 324 769 EA 022 291

AUTHOR Begley, Paul T.; And Others
TITLE Influences on the Socializing Experiences of Aspiring Principals.
PUB DATE Jun 90
NOTE 29p.; Paper presented at the Annual Meeting of the Canadian Society for Studies in Education (Victoria, BC, June 3-6, 1990).
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; *Administrator Characteristics; Administrator Education; *Administrator Effectiveness; Administrator Role; Certification; Followup Studies; Foreign Countries; Higher Education; *Instructional Leadership; Management Development; Motivation; *Occupational Aspiration; Occupational Surveys; *Principals; *Socialization
IDENTIFIERS *Northwest Territories

ABSTRACT

Research has provided an increasing amount of information about the work-related behaviors associated with effective school administrator practices. Considerably less is known about the factors that bring individuals to pursue school leadership positions and enroll in principal preparation programs. The focus of this paper is research on the factors influencing the socialization experiences of 87 aspiring and incumbent principals prior to and during their participation in the Northwest Territories Principal Certification Program. Analysis of responses to survey questions identified 12 factors as influences on the candidates' decision to pursue training for the principalship. The following four factors were most strongly represented: skill development; pursuit of knowledge; "step in the career ladder"; and "desire to broaden or gain perspective." Findings indicate that relationships with subordinates, peers, and subordinates, were not strong influences on decisions to pursue a principalship or seek training; on the other hand, once a decision to pursue training has been made, the data suggest that the actual choice of a training program can be significantly influenced by others. In the case of the Northwest Territories program, the steady encouragement provided by regional officials and incumbent principals to their subordinates appears to have had a positive impact, as did also the perceived quality of the program as reported by participants. However, preliminary results suggest that the socializing factors which most significantly influenced decisions to pursue both the principalship and training were those motivators derived from the individual's inner processes. (23 references) (MLF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED324769

Influences on the Socializing Experiences of Aspiring Principals

Paul T. Begley
Glenda Campbell-Evans
Allan Brownridge

Centre for Leadership Development
Ontario Institute for Studies in Education
252 Bloor Street West , Toronto, Ontario
Canada M5S 1V6
(416) 923-6641

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Paul T. Begley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Paper Delivered at the Annual Meeting of the
Canadian Society for Studies in Education
Victoria, British Columbia
June , 1990

EA 022 291

Dr. Paul T. Begley is Associate Head at the Centre for Leadership Development, Department of Educational Administration, Ontario Institute for Studies in Education, Toronto, Ontario.

Dr. Glenda Campbell Evans is Lecturer at the Faculty of Education, Western Australian College of Advanced Education, Perth, Western Australia

Allan Brownridge is a graduate student in the Department of Educational Administration, Ontario Institute for Studies in Education, Toronto, Ontario.

Influences on the Socializing Experiences of Aspiring Principals

Paul T. Begley
Glenda Campbell-Evans
Allan Brownridge

Abstract:

Research has provided an increasing amount of information about the work related behaviours associated with effective school administrator practices. While this information has facilitated the design and development of better validated preparation programs, considerably less is known about the factors which bring individuals to pursue school leadership positions and enroll in principal preparation programs. Furthermore, largely because of the context and established procedures associated with the principal preparation process, the extent to which these programs are successful in developing for the candidate an image of the effective school principal is usually left unexamined. Even in state of the art programs, the emphasis has typically been on the provision of a quality learning environment and ensuring a high degree of candidate satisfaction with program activities rather than determining the extent of skill transfer from the principal preparation program context to the classroom and school (see Begley and Cousins, 1990). In an effort to pusue these issues we asked three specific research questions which were addressed in phase one of the study:

1. For what reasons do course candidates decide to pursue the principalship as an educational role?
2. What influences do course candidates report on their decision to enroll in a formal pre-service program intended to prepare them for a school principal's role?
3. What factors influenced the candidates' decisions to enroll in the Northwest Territories Principal Certification Program?

Influences on the Socializing Experiences of Aspiring Principals

Paul T. Begley
Glenda Campbell-Evans
Allan Brownridge

The study reported in this paper represents the first phase of a broader inquiry into the socializing influences experienced by individuals who decide to pursue a school leadership role. While the data and initial findings reported here are based on the experiences of educators from the Northwest Territories, parallel studies are currently being conducted in several provinces in Canada by the OISE Centre for Leadership Development (see Leithwood, Steinbach and Begley, 1990), and in Western Australia by Campbell-Evans (co-author of this paper at the International Institute for Policy and Administrative Studies). The long term goal of this set of studies is to enhance the contribution of socialization experiences to the development of instructional leadership.

A substantial body of applied research has accumulated in recent years describing the nature of administrative expertise. Several increasingly well validated conceptual frameworks have also emerged to make sense of this research. Among the most notable are those which focus on the notions of instructional leadership and school improvement (Hall et al, 1984; Leithwood & Montgomery,1986; Hallinger and Murphy, 1986; Duke, 1987; Greenfield, 1987). A recent study commissioned by the World Bank (see Leithwood, Begley & Cousins, in press) has reviewed and synthesized the findings of such research on the school principalship into a comprehensive description of the nature, causes and consequences of principals' practices. More to the point, we now have an increasingly firm basis from which to identify the knowledge, skills, and attitudes which are of most worth to school administrators. This is not an insignificant achievement because something less than full consensus and

clarity typically exists on the question of purposes and goals associated with the school administrator preparation process (Begley & Cousins, 1990).

Concepts such as instructional leadership and school improvement have attracted considerable interest from the sponsors and designers of principal development programs as well as from those practicing administrators interested in their own continued professional development. In the case of the former interest group, the opportunity to promote the development of administrative expertise through training programs grounded in more than context bound typical practices, or the professional knowledge of local practitioners serving as instructors, appears to have been compelling. Administrator preparation programs in Canada, the United States and Australia increasingly are being based on coherent conceptual frameworks supported by research rather than the more traditional reliance on thematic or issues-dependent foci. The outcome, a number of research-driven principal preparation programs, is generally viewed as superior to what was typically available in the past (see Begley & Cousins, 1990). For example, in Ontario virtually all principal pre-service preparation programs now manifest varying degrees of committment to a particular view of the principal's role usually described as instructional leadership.

Partly as a result of the easy availability of such highly relevant data, an increasing number of school districts, professional organizations and departments of education have invested heavily in training programs as the chief means of socializing aspiring school administrators or further developing the skills of incumbents. An excellent example of this trend is the recent adoption of a principal certification program in the Northwest Territories. This represents a shift away from reliance on the more serendipitous and informal socialization processes typical of the past (Van Maanen, 1976) (Schein, 1968) (Feldman, 1989), and an increased commitment to planned interventions and mandated preparation experiences.

There is considerable convenience and appeal associated with this notion of employing formal training programs as the primary influence on the socialization of school administrators. It is also reasonable to assume that, given a choice, those responsible for the pre-service and in-service

development of school administrators would probably prefer to concentrate their efforts on highly focussed interventions validated by research on effective administrator practices. However, many trainers and sponsors of training have discovered, at their peril, the folly of not being conscious of the influence of other factors associated with the socialization experiences of both aspiring and incumbent administrators. As Leithwood et al (1989) discovered, "formal preparation programs for aspiring and practicing administrators appear to vary widely in their perceived value...extremely helpful or not very helpful at all, presumably depending on their quality."

As the authors, and others involved in the design and delivery of pre-service principal preparation programs, have discovered, the impact of other socializing influences will be regularly felt, no matter how exemplary the content of a course. Depending on whether a serious needs assessment process precedes course development, and what criteria are employed for candidate selection, participants enrolled in principal preparation programs may reflect a relatively broad spectrum of prior experiences, learning needs and personal expectations for the course. In our experience, these "base rate" characterisitics (Feldman, 1989), which constitute candidate readiness for participation in a particular program, can vary greatly. In effect they present the course instructors with challenges which parallel, or exceed in many respects, those faced by a teacher in a completely destreamed classroom. Instructors may or may not be successful in meeting the needs of all candidates by providing training experiences which they perceive as conceptually relevant and still produce high levels of both sponsor and candidate satisfaction. Rather than simply accepting these issues of candidate expectations and readiness as confounding variables which must be controlled for by course instructors, we prefer to view the situation as an invitation to conduct further research into the nature of those factors which influence the socialization of aspiring school administrators.

A Role-Specific Conception of Principal Socialization:

Feldman (1989) reviews several definitions of socialization in a chapter length piece comparing the contribution of socialization and training

research to organizational development efforts. Brim's (1966, p.3) definition, as cited by Feldman is particularly apropos, " the manner in which an individual learns that behaviour appropriate to his position in a group through interaction with others who hold normative beliefs about what his role should be and who reward or punish him for correct or incorrect actions." Feldman points out that socialization research has tended to be focussed most closely on the informal ways by which individuals learn about their work settings, and the impact of others on that learning. Training research, in contrast has been most concerned with the ability of individuals to perform routine work tasks (1989, p.377). In our work, we have attempted to combine these two traditional foci to the extent that pre-service principal preparation courses offered by OISE in Ontario and the Northwest Territories increasingly incorporate process and content components attending to both research perspectives (Begley & Cousins, 1990). Accordingly, for the purposes of this study, the influence of various socializing experiences on aspiring principals is assessed in terms of the contribution they make towards the attainment of a particular espoused image of the effective principal, the instructional leader. The socializing experiences considered relevant to our inquiry include planned formal training programs, less formal planned experiences such as internship experiences, and informal, unplanned experiences within the work environment of the school.

Instructional leadership, the desired end of socialization for our immediate purposes, is usually characterized by the presence of a sound educational philosophy, extensive knowledge about effective educational practices and a clear understanding of the policy environment framing the school's purposes and practices. This image of the role emphasizes leadership as well as management functions, and extends considerably beyond the performance of routine work tasks, the usual domain of training research. Within the research community, justification for an instructional leadership approach to school administration has been largely based on the premise that certain characteristic actions of principals, intended to encourage and support classroom practices linked by research to improved student outcomes, do in fact have a positive impact on student achievement. Research by Heck, Larsen and Marcoulides (1990) has begun to validate this instructional leadership role of principals as a causal link to improved student outcomes. The characteristic

actions, associated with instructional leadership, which have been positively linked to student achievement include; managing the political relationship of the school to its environment, supervising the school's instructional organization, and building a positive climate for learning. To foster such an orientation among aspiring principals, particular training metaphors, derived from research, are employed to structure the OISE sponsored principal preparation programs in Ontario and the Northwest Territories. For example, Part 1 of the program uses Leithwood's Principal Profile (1986) as a basis for describing and articulating an instructional leadership role along four dimensions (goals, factors, strategies and decision-making) and four levels of role performance ranging from typical practice to exemplary practice.

Basic to our inquiry is the need for a role specific conception of the factors which at least hypothetically lead to the development of an instructional leadership orientation to the principal's role. While the literature in this area of socialization research is not extensive, work by Greenfield (1985), Leithwood (1988), and Leithwood, Steinbach & Begley (1989) were found to be most useful. Most recently, Leithwood et al (1989) describe principal socialization within five dimensions in a manner consistent with Greenfield's (1985) claims concerning mediating influences on principals' socialization (work-setting, culture and relationships). The five dimensions in the Leithwood model are; relationships with superiors, relationships with peers, district policies and procedures, formal training and outcomes (which include image of the role, skills, norms and values, communication networks). Our own framework, similar in many respects to the Leithwood model (see Figure 1), employs four dimensions. This framework was used as an a priori model for part of the data analysis in this study. The four dimensions of our modified framework are; internal processes (values, cognitive processes), relationships (with superiors, peers & subordinates), organizational and contextual factors, and image of the role.

Two key differences distinguish the model employed in this study from the Leithwood framework. Conceptually we recognized the influence of internal processes, such as personal and professional values (Begley, 1988) (Campbell Evans, 1988) (Begley & Leithwood, 1989), as a separate dimension which may be antecedent to other socializing influences whereas Leithwood classifies them

as outcomes. This arrangement of the framework dimensions illustrates our particular emphasis on the individual's perception of socializing experiences whereas the Leithwood model focusses more particularly on a collective organizational perspective. The second difference involves the elimination of Leithwood's "outcomes" dimension altogether and the repositioning of several sub-dimensions. For example, in our framework "image of the role" is treated as a separate dimension because it is critically related to our research objectives; that is, assessing the impact of our pre-service preparation program on the fostering of instructional leadership. Moreover, we contend that aspiring principals have an image of the principal's role (however, inappropriate it may be) prior to, as well as during and after, the socializing experiences associated with formal training. Two other changes involve repositioning "communication networks" as an organizational and contextual factor rather than an outcome and adding "critical events" as another variation of contextual factors. The concept of critical events is taken from the "intervention taxonomy" of Hall & Hord (1984). This sub-dimension permits the accommodation of perceptions reported by course candidates which were viewed as particularly significant or hinging influences on their socialization.

Given the array of educational experiences and skills required for the development of a comprehensive image of leadership effectiveness, it becomes necessary to take a longtitudinal and developmental view of administrators' socialization experiences . Van Gennep's (1960) three stage model of professional socialization (Separation, Transition and Incorporation) proved helpful in conceptualizing the developmental process whereby individuals are influenced by a number of socializing factors (see Ronkowski and Iannaccone, 1989). Employed as the second dimension in our conceptual matrix (see figure 1), this model accommodates potential variations in the impact of the various socializing influences. The Van Gennep model suggests a process of general professional maturation progessing from being defined by others to being self-defined. At the separation stage, people are concerned with comparing themselves with others and how others judge their adequacy. At the transition stage the pattern of "self location" is against the standards imposed by the functions of the job and task performance. At the incorporation stage individuals make comparisons between their former and

present self (eg. perceptions of progress made from a previous self toward becoming an instructional leader).

Specific Objectives:

The context of this inquiry is a principal certification program developed by the Centre for Leadership Development at the Ontario Institute for Studies in Education under contract with the Northwest Territories Department (NWT) of Education. The general intent is to conduct research on the factors influencing the socialization experiences of approximately one hundred aspiring and incumbent principals prior to and during their participation in a two year principal certification program. This research is being conducted in two phases. The data collection and analysis associated with the first phase of the project was conducted during 1989-90. The data analysis for the second phase of the project will be carried out between July and December of 1990 at the conclusion of the current cycle of the NWT principal certification program.

Two general objectives structure the inquiry. The first general objective is to discover what factors influence educators from the Northwest Territories (NWT) to seek the principalship and enroll in formal principal preparation programs sponsored by the NWT Department of Education. The second general objective is to determine the extent to which the NWT principal certification course influences the development of the candidates' image of the principalship. Phase one of the project, which is the focus of this paper, addresses primarily the first general objective. Discussion of the candidates' image of the principal's role is limited in this paper to that base level image articulated at the point when candidates began their certification course experience in July 1989. A second data collection, scheduled for July 1990, will permit a fuller assessment of the course's influence on the development of a desired image of the principal's by matching candidate perceptions before and after the course experience.

The specific research questions addressed by phase one of the study are:

1. For what reasons do course candidates decide to pursue the principalship as an educational role?

2. What influences do course candidates report on their decision to enroll in a formal pre-service program intended to prepare them for a school principal's role?

3. What factors influenced the candidates' decisions to enroll in the Northwest Territories Principal Certification Program?

The research questions which will be addressed during phase two of the study, relating to a desired image of the role are:

1. What image of the principal's role do course candidates from the Northwest Territories articulate as they begin the principal certification program?

2. What importance do aspiring principals assign to goals and goal-oriented practices? More specifically, what types of goals do they identify, what are the sources of those goals, and how are they used in a school leadership context?

3. To what extent is collaborative problem-solving associated with the candidates' image of the principalship?

4. What stakeholder groups do candidates identify as relevant to school-based problem-solving processes?

5. What communication skills do candidates associate with the principal's role?

6. To what extent are candidates aware that the image of the effective principal is evolutionary in response to social / educational trends and issues?

7. What importance do the candidates assign to educational research, theory and frameworks as influences on the practices of effective principals?

Procedures of Data Collection and Analysis:

Approximately ninety candidates enrolled in two sections of the Northwest Territories Principal Certification Program implemented by the OISE Centre for Leadership Development during 1989-90 constitute the sample for this inquiry. Data collection for phase one of the study was conducted in three ways; a pre-course survey (see appended copy), individual candidate interviews conducted by a participant observer, and access to dialogue journals kept by candidates and instructional staff. Data collection for phase two of the study will be conducted during the summer of 1990 as Part 2 of the pre-service course is implemented. Once again, individual candidate interviews will be conducted by the same participant observer, and a "post-course" survey will be distributed at the end of the program.

The pre-course survey was distributed to all candidates by mail several weeks prior to the beginning of the ten day course. These were collected on the first day of the program. Ten to fifteen candidates arrived for the course without the survey completed. However, a 100% return rate was achieved by requesting that these individuals complete the survey within the first two days of the program. The questions in the survey (see appended copy) were organized in six sections: entry process, career aspirations, goals, image of the principalship, decisionmaking, factors and strategies. Completion of the survey provided information on why they were enrolled in the course, what factors influenced their decision, prior leadership experiences and training, their image of an effective principal along several key dimensions (goals, factors, strategies and decision-making), and their expectations for the course.

Once the course was underway one of the investigators (Begley) acted as course principal while the other (Campbell Evans) worked as a participant observer who interviewed ten of the candidates individually at intervals throughout the course to determine the extent to which the candidates' image of the principalship was developing or evolving in response to the program. Several of these interviewed candidates also volunteered to share the contents of their dialogue journals during the interviews. Additional data of a corroborative nature was derived from discussions with the instructional staff or group leaders and from an examination of course evaluation data collected by survey every two days.

Preliminary analysis of the survey data, focussed on the first three research questions (why candidates pursue principalships, formal training and the NWT course in particular), was conducted by two investigators, Campbell-Evans and Brownridge. Campbell-Evans role as a participant observer in the course allowed her to combine survey data with individual interview data. Brownridge's perspective, as an experienced school administrator from the Northwest Territories on leave to conduct graduate studies at OISE, and a course candidate from a previous cycle of the NWT certification program, also proved valuable.

Each of the investigators employed separate procedures to analyze the eighty seven pre-course surveys. One investigator (Brownridge) analyzed each survey by using three dimensions from the conceptual model (relationships, organizational / contextual influences, & image of the role) as an a priori framework for classifying data. The second investigator (Campbell Evans) used a more grounded approach of analysis by focussing attention on candidate responses to a subset of questions from the surveys relating directly to the research questions (Entry Process, questions 1.1 to 1.6 , and Career Aspirations, question 2.6). This second procedure relied directly on the candidates' responses to specific questions as the means of identifying the factors or themes they perceived as related to socialization.

Once the initial analysis of the eighty seven surveys was completed by both investigators using separate procedures, the themes and influences relating to socialization identified by the grounded approach were matched against the detailed analysis of all survey responses produced with the conceptual framework procedure. In this way it was possible to compare the socializing influences identified from direct questioning in the surveys with the broader analysis of all survey responses using the conceptual framework. The degree of congruence in findings between the two investigators became apparant and the themes identified by the grounded procedure were also grouped according to the four dimensions of the conceptual framework (eg. see Table 1).

Results and Discussion:

Findings from the initial data analysis are discussed in three sections corresponding to the research questions for phase one of the study.

1. Factors Which Influence Decisions to Pursue the Principalship: Table 1 summarizes the explanations provided by 87 course candidates for deciding to pursue a principalship. Ten themes were identified through Campbell Evan's grounded analysis of a focussed subset of the survey questions. A subsequent matching of these themes against the profiles generated through data analysis with the four dimensional conceptual framework produced no additional themes. However, the frequency with which respondents could be linked with some themes tended to be higher with the conceptual framework analysis; presumably because these analyses were based on more data (all responses from a given survey rather than selected questions).

When the 10 identified themes were grouped according to the four dimensions of the conceptual framework (Internal Processes, Relationships, Organizational / Contextual Factors, and Image of the Role) it became apparent that the three most frequently identified themes ("challenge", "interest", and "responsibility") could be grouped within the Internal Processes dimension. Over 30% of the 87 candidates spoke in terms of "challenge" and/or "interest" as the basis for their decision to pursue the principalship. Personal motivations, or inner processes, appear to figure prominently as key influences on decisions to pursue the principalship. Other strongly represented themes were distributed fairly evenly across the four dimensions of the conceptual framework. For example, something less then 25% of the candidates suggested they were influenced by relationships with others (nominated or encouraged by others, and a desire to share and be helpful). A similar number of candidates justified their pursuit of the principalship according to their perceptions of the role; expressed in terms of a belief they could contribute and the extent to which they already possessed the necessary knowledge and skills. It was interesting to note that themes grouped as organizational and contextual influences (such as, career advancement,

broader experience, and desire to make a difference) were somewhat less well represented. Organizational arrangements and professional relationships are apparently not the strongest incentives for attracting individuals to consider school leadership roles.

Comparing these findings with those reported by Duke (1988) in his study of incumbent principals produces some interesting parallels. Duke's inquiry, focussed on why principals consider quitting their profession, discovered that incumbents derive considerable satisfaction from several aspects of the job which include the diversity of tasks, the numerous opportunities to solve complex problems, and the chance to learn more about their own abilities and beliefs. It is apparent that the reasons offered for seeking a principalship by the aspirants in our study are quite similar to those aspects of the role identified in the Duke study as most satisfying to incumbents. In both studies, personal perceptions of challenge and interest figure prominently as influences. Moreover, none of the principals in the Duke study mentioned responsibility and advancement as key motivators for staying in the role. In our study of aspirants, these two themes were identified as modestly significant influences on a decision to pursue the principalship.

Ironically, Duke discovered that certain aspects of principals' work appear to produce concern and frustration at the same time as they produce satisfaction. While both aspirants and incumbents are apparently attracted to the principalship by the rich variety of challenges to the intellect associated with the role, this same challenge of doing all the things that principals are expected to do also motivates incumbents to consider leaving the job. Duke concludes with skepticism towards the notion that the conflicts experienced by these principals could have been reduced by more effective training and socialization. He suggests that in some cases their problems were more functions of their personalities than of the job. Thus the irony becomes extended by the findings of our study. The internal processes which were discovered to be the strongest influence on aspirants deciding to pursue the principalship, may be the same forces which satisfy incumbents as well as cause some veteran principals to consider leaving the role.

2. Factors Which Influence Decisions to Pursue Principalship Training:

Twelve factors were identified as influences on the candidates' decision to pursue training for the principalship. Ten of these factors were identified by the initial analysis of a focussed subset of the survey questions; that is, those relating to entry process and career aspirations. The subsequent broader analysis of all survey data, using the four dimension conceptual framework (Figure 1), produced another two factors which cropped up frequently enough to be included on the list; professional development, and personalenrichment. As Table 2 illustrates, four factors were very strongly represented; skill development and pursuit of knowledge being identified as the strongest factors. These two factors were cited in 49 and 42 cases respectively; approximately 50% of the 87 respondents. A third strongly represented factor was "step in the career ladder" which was cited as a motivator to pursue training in 30 surveys, or approximately 33% of candidates. The final strongly represented factor, identified by 26 respondents, was "desire to broaden or gain perspective."

When the 12 factors were grouped within the four dimensions of the conceptual framework, (see Table2) it became apparent that the factors were heavily clustered in the Internal Processes dimension, and to a lesser extent in two other dimensions, Organizational / Contextual factors and Image of the Role factors. As was the case for factors influencing decisions to pursue the principalship reported in the previous section, the Relationships dimension was not a particularly significant category of influence. Only one factor, collegial contact, was identified from 15 surveys and grouped within this dimension. On the other hand, whereas Organizational / Contextual factors were apparently not strong influences on the decision to pursue the principalship, three factors were linked as influences on decisions related to pursuit of training for the principalship. "Step in the career ladder" (30 cases) was a frequently occuring factor within this dimension. Interest in specific "training" (15 cases) and present placement in a "complementing role" (8 cases) were the other two factors within this dimension. Similarly, factors related to the Image of the Role dimension were much more strongly represented as influences on decisions to pursue training than on decisions to pursue the principalship itself.

The heavy clustering of factors (5 of 12) within the Internal Processes dimension for decisions to pursue training repeats the pattern established for decisions to pursue the principalship. In both types of decisions, personal motivations figure prominently as influences. Furthermore, these themes imply relatively ethic related aspirations for "knowledge", "professional development", and "personal enrichment". While these are not conclusive indicators of high psychological maturity, clearly none of the candidates perceive themselves as pursuing training as means to greater power or wealth (in the latter case, perhaps an astute assessment in light of the current fiscal scene). Given the lack of clarity and ambiguity associated with much of the principal's role (Duke, 1988), and the demands for self-direction and leadership associated with an instructional leadership orientation (Leithwood & Montgomery,1986), these factors are reassuring: the NWT training course appears to be attracting the right candidates; those committed to life-long learning.

As has been suggested, candidates are apparently much less influenced by their relationships with others in deciding to pursue training than might be expected. The one exception was an apparent desire in 15 cases for increased collegial contact, presumably with peers. Superordinates appear to have little influence on decisions to pursue training. This is something of a paradox in that NWT entry requirements for the program includes the endorsement of the application by the candidates' supervisors of schools (Begley & Cousins, 1990). Furthermore, it appears to be a direct contradiction of Van Gennep's theoretical assertion that, at the Separation Stage of the socialization process, candidates tend to compare themselves to others (Ronkowski and Iannaccone, 1989). Our data suggests that the decision to pursue the principalship and the decision to pursue training are not heavily influenced by relationships with others.

Preliminary findings suggest that decisions to pursue training are most likely to be influenced by inner processes. Having decided to pursue the principalship, more than half apparently pursue training as a way of moving towards an existing image of the role. In our study, more than 50% of candidates cited skill development as a motivator to the pursuit of training.

Nearly a third (26 cases) sought training to broaden their perspective and 19 candidates saw the training as relevant to their present position. The implication for those interested in promoting recruitment to the principalship, or encouraging individuals to pursue training, is that their best strategy may be to emphasize the organizational "career ladder" and "skill development" aspects of principal training, and the general value and applicability of the training to presently held positions. This is consistent with Van Maanen's (1984) notion of "chains of socialization" cited by Feldman (1989) which suggests that the process of organizational socialization consists of aspirants making only minor modifications in their behaviour and attitudes from job setting to job setting.

3. Factors Which Influence the Decision to Enroll in the OISE Course:

Table 3 lists the factors identified as influences on the decision to enroll in the OISE developed Northwest Territories Principal Certification Course. Only 4 factors were identified in the initial analysis of a reduced set of survey questions. The subsequent analysis of all survey responses conducted by Brownridge, using the four dimension conceptual framework, produced an additional 5 factors. Two factors overwhelmingly dominated candidates' responses on this question. Over 75% of candidates (67 cases) mentioned the receipt of financial support to attend the course as a factor in their decision to enroll in the course. Almost as many (62 cases) cited the availability of the NWT sponsored course as a positive encouragement to enroll. A third highly represented theme (38 cases) was the encouragement of others to enroll in the course. These persons included colleagues, family and friends. Of the remaining 6 themes identified, only 3 were strongly represented in 16 cases each; "certification requirement", "positive support of prior participants", and the negative aspects of "time" away from family and loss of holidays.

When the 9 factors relating to enrollment in the OISE course were matched against the dimensions of the conceptual framework (Figure 1), an interesting reversal of the pattern set by the findings for the previous two research questions became apparent. Candidate decisions to pursue both the principalship and training were strongly linked to factors clustered within the Internal Processes dimension and, to a lesser extent, the Image of the Role

dimension. In contrast, the decisions to enroll in a particular course, developed by OISE and sponsored by the Northwest Territories Department of Education, were apparently largely motivated by factors most appropriately grouped within the Relationships dimension and particularly the Organizational / Contextual factors dimension.

From 9 factors identified in the analysis, 7 were grouped within the Organizational / Contextual factors dimension. The direct sponsorship and implicit endorsement of the course by the NWT Department of Education combined with the financial support provided by the Northwest Territories Teachers' Association, in the form of professional development travel funds, were the two factors mentioned most frequently by candidates. While the relationship between the NWT Department of Education and the NWT Teachers' Federation is in many respects otherwise typical of the Canadian scene, the cooperativeness which has been evident in the delivery of a Territorial certification course, clearly has had the impact of encouraging enrollment into the program. The findings of this study suggest that financial subsidies to candidates and official sanction of the program are a winning combination of influences for those interested in promoting the training of principals.

Two other organizational factors which were apparent, but less significant, were the perception that the course was mandatory for principals (7 cases) and the recent passing of Territorial legislation related to certification of principals. Other lesser influences were the timing and location of the course, and the costs associated with fees, travel and residence. As of 1989, legislation was passed in the Northwest Territories Legislature requiring all principals to become certified within two years of being appointed principal. The mandated certification program is offered in two parts delivered over two years, alternately in Toronto and Yellowknife.

Previous discussion of the findings for the first two research questions suggested that relationships with superordinates, peers and subordinates were not strong influences on decisions to either pursue a principalship or seek training. Such decisions were more apparently influenced by personal motivations. However, our data would suggest that, once a decision to pursue training has been made, the actual choice of training program can be

significantly influenced by others. In the case of the Northwest Territories program, the steady encouragement provided by regional officials and incumbent principals to their subordinates (especially aboriginal educators who are currently under-represented among school administrator ranks) appears to have had a positive impact. Similarly, the perceived quality of the first cycle of the program, as reported by the participants, appears to have positively influenced candidates to enroll in succeeding cycles of the program. One implication may be that a principal pre-service program, perceived as being of high quality will attract candidates to enroll, but only if they have decided on their own to pursue training; a decision usually based on personal motivations.

Conclusion:

The preliminary results of this study suggest that the socializing factors which most significantly influenced decisions to pursue both the principalship and training were those motivators derived from the individuals' inner processes. For example, many aspirants are apparently drawn to the challenge of the principalship. Others report a thirst for knowledge, a commitment to life-long learning, or a belief they can make a difference. Paradoxically, organizational/contextual factors and relationships with others appear to become important influences only when candidates make the decisions to enroll in a particular principal preparation program. For example, many incumbent principals who recently completed the first cycle of the Northwest Territories course proved to be highly enthusiastic agents of recruitment for the second cycle of the course. The perception that the course and certification as a principal would soon become a territorial mandate was apparently another influence. Finally, many candidates identified the financial support provided by the teacher federation as a significant influence on their decision to enroll in the principal preparation program.

Further data to be collected in July 1990 on the candidates' image of the principal's role will provide additional insights into what the investigators already suspect. Although, the certification program is only partially completed at this time, preliminary evidence collected through interviews

suggests that the variety and ill-formed notions characteristic of many aspiring candidates last summer is gradually giving way to a more comprehensive image of the principal's role as the course progresses. After an intensive ten day Part 1 course experience, many candidates were able to articulate an understanding, and often a commitment, to such key notions as that of instructional leadership, appropriate goals for education, student centred learning, collaborative goal-setting involving a variety of stakeholder groups and systematic problem-solving as a skill. We look forward to a more comprehensive examination and analysis of the data when the certification program ends in July 1990.

In addition to encouraging further research on the socialization of aspiring school leaders, our hope is that this research will provide practical information about how programs for school principals should be designed, implemented and evaluated. Further data will be collected using Ontario course candidates as subjects in the future. During the summer of 1990 the next cohort of Northwest Territories candidates beginning their Part 1 program will be subjected to similar scrutiny. It is our intent to share these findings through the Canadian Educational Leadership Network as well as through the publication of a research reports in relevant educational journals.

REFERENCES

Begley, P.T. (1988) The Influence of Personal Beliefs and Values on Principals' Adoption and Use of Computers Unpublished Doctoral Thesis, University of Toronto.

Begley, P.T. Cousins, J.B. (1990) "The Pre-Service Preparation of School Administrators: A Description and Assessment of the OISE Program". Paper presented at the annual meeting of the Canadian Society for Studies in Education. Victoria, British Columbia.

Begley, P.T. Leithwood, K.A. (December 1989) "The Influence of Values on School Administrator Practices" in Journal of Educational Administration and Foundations. Vol.4 No.2

Begley, P.T. Leithwood, K.A. (In Press) "The Influence of Values on School Administrator Practices" in Journal of Personnel Evaluation. Kluwer Academic Press.

Brim, O.G. "Socialization Through the Life Cycle" in Brim, O.G. and Wheeler, S. (Eds.) Socialization After Childhood. 1-49. New York: Wiley.

Campbell Evans, G.H. (1988) Nature and Influence of Values in Principal Decisionmaking. Unpublished Doctoral Thesis, University of Toronto.

Duke, D.L. (December 1988) "Why Principals Consider Quitting" in Phi Delta Kappan.

Duke, D.L. (1987) School Leadership and Instructional Improvement. Random House, New York.

Feldman, D.C. (1989) "Socialization, Resocialization, and Training: Reframing the Research Agenda" in Training and Development in Organizations , Goldstein, I.L. and Associates. Jossey-Bass, San Francisco.

Gennep, A. van (1960). The Rites of Passage. Chicago: University of Chicago Press

Greenfield, W.D. (1985) "Being and Becoming A Principal: Responses to Work Contexts and Socialization Processes" Paper presented at the American Educational Research Association annual meeting. Chicago.

Greenfield, W.D. (1987) Instructional Leadership. Boston: Allyn & Bacon Ltd.

Hall, G.E. Hord, S.M. (1984) "Analyzing What Change Facilitators Do: The Intervention Taxonomy" in Knowledge: Creatioon, Diffusion, Utilization. Sage Publications: Vol.5 No.3, 275-307.

Hall, G.E. Rutherford, W.L. Hord, S. Huling, L.L. (1984) "Effects of Three Principal Styles on School Improvement" in Educational Leadership. Vol.41 No.5, 22-31.

Hallinger, P. Murphy, J. (1987) "Instructional Leadership in the School Context" in W. Greenfield (Ed.) Instructional Leadership: Concepts, Issues, and Controversies. Boston: Allyn and Bacon.

Heck, R.H. Larsen, T.J. Marcoulides, G.A. (May 1990) "Instructional Leadership and School Achievement: Validation of a Causal Model" in Educational Administration Quarterly. Vol.26 No.2 94-125

Leithwood, K.A. (1988) A Review of Research on the School Principalship. Study commissioned by the World Bank, Washington, D.C.

Leithwood, K.A. Begley, P.T. Cousins, J.B. (in press) "The Nature, Causes and Consequences of Principals' Practices: An Agenda for Future Research" in Journal of Educational Administration.

Leithwood, K.A. Montgomery, D.G. (1986) Improving Principal Effectiveness: The Principal Profile. Toronto: OISE Press

Leithwood, K.A. Steinbach, R. Begley, P.T. (1989) "The Nature and Contribution of Socialization Experiences To Becoming A Principal In Canada" to appear as a chapter in G.E. Hall & F.W. Parkay (Eds.) Becoming A Principal: The Challenges of Beginning Leadership. Allyn & Bacon.

Ronkowski, S. Iannaccone, L. (1989) "Socialization Research in Administration, Graduate Schools and Other Professions: The Heuristic Power of Van Gennep and Becker Models". Paper presented at the annual meeting of the American Educational Research Association. San Francisco.

Schein, E.H. (1968) "Organizational Socialization and the Profession of Management" in Industrial Management Review. Vol.9 1-16.

Van Maanen, J. (1976) "Breaking In: Socialization to Work" in R. Dubin (Ed.) Handbook of Work, Organization, and Society. 67-130. Rand-McNally: Skokie, Il.

Figure 1: Conceptual Framework (Begley, 1990)
Factors Contributing to the Development of Principals with Instructional Leadership Orientations

Factors	Stages of Socialization (Van Gennep, 1960)		
	Separation	Transition	Incorporation
1. Internal Processes:			
- values			
-cognitive processes			
2. Relationships with:			
- superordinates			
- peers			
- subordinates			
3. Organizational/Contextual:			
- organizational culture			
- district policies			
- selection / promotion procedures			
- formal training programs			
- informal training (mentoring etc)			
- communication networks			
- planned critical events			
4. Image of the Role:			
-goals			
-factors (school/classroom)			
-strategies			
-decisionmaking			

Table 1:
Factors Which Influence Decisions to Pursue the Principalship:

Factor	Frequency (n=87)	
	grounded analysis	framework analysis
Internal Processes:		
Challenge	20	30
Interest	17	26
Responsibility	15	17
Relationships:		
Nominated/Asked/Encouraged	11	14
Desire to Share & Be Helpful	6	19
Organizational/Contextual		
Career Advancement	7	14
To Gain Broader Experience	7	6
Make a Difference	6	15
Image of the Role:		
Belief I Can Contribute	12	13
Possess Appropriate Knowledge/Skills	10	16

Table 2:
Factors Which Influence Decisions to Pursue Training for Principalship:

Factor	Frequency (n=87)	
	grounded analysis	framework analysis
Internal Processes:		
Desire for Knowledge	15	42
Interested	11	15
Curiousity About the Role	2	7
Professional Development	-	7
Personal Enrichment	-	14
Relationships:		
Collegial Contact	1	15
Organizational / Contextual:		
Step in Career Ladder	22	30
Present Role Complements	6	8
Desire for Training	2	15
Image of the Role:		
Skill Development /		
New to Principalship	11	49
Broaden or Gain Perspective	5	26
Relevance to Present Job	4	19

Table 3:
Factors Which Influence Decision to Enroll in the OISE Course:

Factor	Frequency (n=87)	
	grounded analysis	framework analysis
Relationships:		
Encouragement by Other Persons (colleagues, family, friends)	-	38
Organizational / Contextual:		
Certification Requirement	yes	16
Financial Support Available	yes	67
Endorsement of Prior Participants	yes	16
Availability of This Course	yes	62
Timing & Duration of Course (+ influence)	-	3
Timing & Duration of Course (- influence)	-	16
Employment Requirement	-	7
Toronto Site (+ influence)	-	1
Toronto Site (- influence)	-	8
Fees & Residence Expenses (- influence)	-	7